DOCUMENT RESUME

ED 273 159 HE 018 298

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TITLE	Challenges to Higher Education. An Agenda for Future Academic Leadership.
INSTITUTION	National Univ. Continuing Education Association, Washington, DC.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	Nov 84
NOTE	13p.; Document printed on dark colored paper.
PUB TYPE	Reports - Descriptive (141) -- Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adult Students; College Role; *Continuing Education; Economic Development; *Educational Change; *Education Work Relationship; Government School Relationship; *Higher Education; Industry; *Leadership Qualities; Lifelong Learning; School Business Relationship; Technology Transfer; Trend Analysis

ABSTRACT

Issues for the future that face higher education and the development of academic leadership are summarized, based on a December 1984 meeting of the Project on Continuing Higher Education Leadership featuring leaders from academe, business, industry, and government. Major concerns of the meeting were: how higher education can accelerate American economic development and social progress; who most needs education for effective knowledge transfer; and the trend toward increasing numbers of adults attending college and the implications for university organization, curriculum, and resources. Other topics included: population trends, the importance of computer literacy as an employment skill, the need for rapid transfer of new knowledge, and providing lifelong educational opportunities. Five major areas for action were identified: the importance of the continuing education function to other institutional goals; the need to clarify what distinguishes continuing education in a university setting from that offered by government and industry; the task of recognizing emerging societal trends that might affect higher education; the importance of cooperative relationships with business and other groups that offer educational programs, and leadership development to promote educational programs for adults seeking higher education. (SW)

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THE CONSULTATION

December 1984, Wye Plantation,
Eastern Shore Maryland

In December 1984, leaders from academe, business, government, and industry discussed and debated the problems and opportunities facing higher education in the decades ahead. The primary focus of the consultation was the development of future academic leadership to guide colleges and universities in becoming more responsive to our rapidly changing society. The consultation was the beginning of a five year project sponsored by the W. K. Kellogg Foundation and the National University Continuing Education Association.

We are grateful to all of our distinguished participants for their enthusiasm, time, and energy. Our special thanks go to Jean Preer whose thoughtful summary of the consultation provided the basis for this report.

Paul David Munger
Director
Project on Continuing
Higher Education
Leadership

"Higher education must look beyond what will fill classrooms to a concern for our place in society."

Jack Peltason,
Chancellor of the University of California at Irvine

INTRODUCTION

Major changes in the American population, economy, and technology are shaping the structure and priorities of higher education and the allocation of its resources. A number of significant developments suggest that American colleges and universities increasingly will be serving adult and part-time students. Crucial implications appear in:

¶ The effect of rapidly changing technology on American industry and its competitive position

¶ The increasing importance of the "knowledge industry" to the American economy

¶ The accelerating need for rapid, effective knowledge transfer in developing and maintaining a labor force capable of "working smarter"

¶ Increasing national concern with human resource development

¶ The impact of new technologies in creating and disseminating new knowledge and on facilitating the teaching-learning process

¶ The dramatic growth in enrollments of older, mostly part-time students

¶ The shrinking of the 18 to 24 year old population

¶ New interest among institutions of higher education in entering into contractual relationships with business, industry, labor and public sector clients

¶ Shifting patterns of federal and state funding for higher education.

CRITICAL ISSUES

Among the critical issues on the Consultation's agenda were:

¶ How can higher education help accelerate American economic development and social progress?

¶ For whom is education most needed for effective knowledge transfer?

¶ Given that adults seeking continued formal learning will be a major portion of the student body in the changing colleges and universities of the late 1980's and beyond, what are the implications for university organization, for curriculum, and resources?

The Consultation's primary purpose was not to achieve consensus or to reach closure on these issues but to explore the ideas and concerns of the participants.

A CULTURE IN TRANSITION

The aging of the American population, the decline of the traditional student population of 18 to 24 year olds, and the increasing proportion of minority students present obvious challenges to education planners.

Less clear is the impact of trends which cannot be fully quantified. Conference participants considered, for example, the return of women to the workforce, the transition from an industrial to an information society, the development of a world economy, as new factors influencing both student clientele and curricular needs.

Changes in the workplace were identified as a major challenge to educators in both campus and industrial settings. As organizations become less hierarchical, workers must have more information and communication ability. The growing use of personal computers facilitates this, but may in the long run squeeze out middle management. Eventually, we may have a more flat organizational structure consisting only of management and technicians.

"The advent of an information society requires new skills for many segments of the American population."

James Wetzel,
Director of Demographic Studies,
U.S. Bureau of the Census

A POLARIZED SOCIETY: COMPUTER LITERATE OR UNDERCLASS?

The move to an information society will require a more literate population, a more technologically sophisticated one, and more citizens capable of understanding and resolving increasingly complex societal problems. Accordingly, educators must respond to the basic education needs of hamburger makers at McDonalds, the specialized training needs of service representatives for IBM, and the continuing need for broad knowledge and liberal education of the managers and leaders in our society.

Participants considered the breakdown of professional and disciplinary lines as a challenge to both education and industry. Modern problems are interdisciplinary in nature. Effective solutions require individuals to have expertise in traditional disciplines and more awareness of possible relationships with other fields and the ability to communicate with specialists in other professions.

The current distribution of expertise and familiarity with higher technology is producing a polar distribution of skills within the general population that already threatens to produce a permanent "underclass" of technological illiterates. Indeed, computer literacy may have more profound implications on the way people solve problems and communicate with each other than print literacy now has. Not only does this affect what skills employers will seek in their employees, it has profound implications for how our society will resolve its future problems, allocate its resources and choose the participants in those decisions.

AN EMERGING FORCE: THE KNOWLEDGE INDUSTRY

Participants noted that rapidly changing technology also is affecting American industry and its competitive position. The "knowledge industry" is becoming a new force in national and world economies. There is an accelerating need for rapid, effective knowledge transfer in order to develop and maintain a capable, motivated, and flexible labor force. New technologies are creating and disseminating new knowledge at a rate significantly faster than we ever have experienced. The "ownership" of knowledge has become increasingly diffused.

HARD CHOICES FOR ACADEME

Higher education can no longer regard itself as dominant in both the creation and dissemination of new knowledge. Participants recognized that the conservative nature of universities focuses their activities on response and reaction to developments, rather than anticipation and creation. These characteristics may place institutions of higher education at a competitive disadvantage in the increasingly important knowledge marketplace.

"We've focused on preparing individuals for their first job, while other nations have directed their educational efforts at preparing people for careers."

Herbert Striner,
University Professor at the American University

Many participants agreed that higher education is at a watershed in its development. It can continue to maintain its concentration on serving 18 to 24 year olds with a traditional curriculum or it can focus on providing a more interdisciplinary approach to learning for a broader segment of society. The first path may not see the disappearance of many institutions but it certainly will result in a drop in the resources of higher education and in its influence on society. The second could result in an expanded impact of American higher education in our society.

CAN THE IVORY TOWER BE RESPONSIVE?

Several participants agreed that the needs of industry are outstripping the ability of higher education to respond. As a result, many corporations and government bodies have established their own institutions to provide the advanced education that their employees require.

While some questioned whether colleges and universities ought to be "islands of stability" maintaining "the faculty of culture," representatives of business and government urged that our investment in higher education would be realized most fully if institutions became more responsive to a wider portion of society.

The question of the role of higher education dominated much of the discussion. Some participants noted that there is a fine distinction between insuring the integrity of the institution and rigidity. Several commented that, while most institutions must become more responsive, perhaps we need to preserve a few "ivory towers" among them.

UNIVERSITIES MUST BECOME AGENTS OF CHANGE

Despite their diverse backgrounds, participants agreed that future leadership in higher education must be able to identify and anticipate trends affecting student populations and their educational needs.

Many from within and outside academe frequently asked what is the business of higher education. Some argued that its major role is to serve as guardian and interpreter of the past. Others maintained that colleges and universities must serve as agents of change in a fluid society.

Fred Davison, President of the University of Georgia, observed that there should be no antagonism among research, service, and teaching. *"There is only one mission,"* he declared, *"and that is learning. Research is faculty learning and service is an extension of that."*

This concern for learning must infuse all of the action of higher education. In particular, it should cause colleges and universities to begin to anticipate and shape the demand for their services. Nonetheless, several participants declared higher education continues to be reactionary rather than responsive. Instead it must determine what its own contribution and direction are to be—and develop the leadership to accomplish these goals.

"Higher education must act now if it is to begin to produce people with the learning and interpersonal skills, motivation, and the ability to deal with change that corporations—and our society—need."

Robert DeSio,
Director of Corporate Technical Institutes for IBM

CONSIDER THE CONSUMER

Mary Boergers, member of the Maryland State House of Delegates, urged higher education to consider the consumers of its programs. Many urged that both research and teaching in the academy should become more useful and applied. People need not only basic academic skills, but also learning and interpersonal skills, motivation, and the ability to deal with change. While our focus has been on preparing individuals for their first job, other societies focus their education efforts on the preparation of individuals for careers. Our inward focus, on issues, skills, and knowledge defined as relevant by faculty, must be replaced with greater concern for the learner and with helping the learner to perform outside the academic institution. It was observed, particularly in the case of the business school curriculum, that accrediting agencies often impede innovation in the name of maintaining standards. Pat Cross, Senior Lecturer, Harvard Graduate School of Education, suggested that the appropriate question for educators is not what courses to offer but how to program education for individual students.

A NEW FOCUS FOR UNIVERSITIES

The expanded role of higher education may require significant changes in its institutions, faculty, and programs. If adults seeking formal learning dominate the student body in colleges and universities of the late 1980's and beyond, what are the implications for university organization and for the allocation of university resources? What will be the demands on the professionals administering higher education programs?

The demographic and societal trends presented participants at the Wye Plantation Consultation with serious questions for higher education and its leadership.

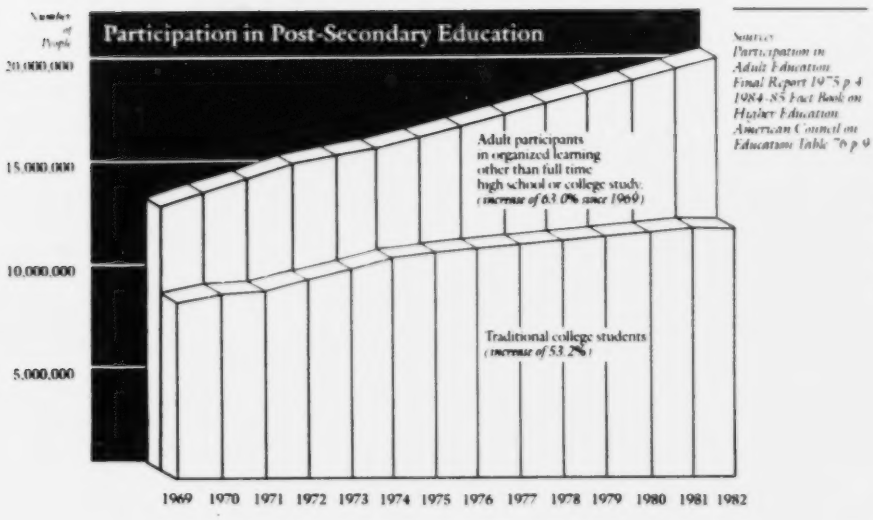
The discussion identified four major areas in which significant changes can be expected:

¶ the needs of students
¶ the delivery of information
¶ the organization of knowledge
¶ the relationship of higher education and economic development.

Participants argued that if higher education is to be responsive to changes in these areas, a focus on educating throughout people's lives must become part of the normal, customary mission of the university and must be perceived as part of what every faculty member does.

EDUCATING ADULTS: A LIFELONG MISSION

The difference between the function and organization of continuing education was a theme recurring throughout the consultation. Ken Gros Louis, Vice President of Indiana University, envisioned an expanded university role in lifelong education to a diverse and scattered clientele. Degree programs will become less significant while continuing professional education and continuing liberal studies will be more important. The university must recognize that it is a deliverer of knowledge competing with a


Participation in Post-Secondary Education
Number of People
20,000,000
15,000,000
10,000,000
5,000,000
Adult participants in organized learning other than full time high school or college study. (increase of 63.0% since 1969)
Traditional college students (increase of 53.2%)
1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980 1981 1982
Source: Participation in Adult Education Final Report 1975 p. 4 1984-85 Fact Book on Higher Education American Council on Education Table 76 p. 9

wide spectrum of other deliverers. To be successful, it must compete self-consciously and actively.

The concerns of the educational consumer are and, increasingly, will continue to be interdisciplinary. New configurations of faculty, departments, and programs of study are required. At the same time, and for these reasons, the function of continuing education should be absorbed into the institutional mainstream, requiring perhaps only a small administrative unit for coordination. A concern for educating people throughout their lives must become central to the institutional mission and a routine faculty activity. For the future, the most important mission of the continuing education unit is to help transform the institution and convert traditional academic units, so that we can move forward to the new university.

CAN THE FACULTY ADAPT?

Consultation participants identified a number of factors which might impede higher education's response to the changes deemed necessary by Gros Louis. Faculty members trained in traditional disciplines, and conditioned to a reward system based on research and publication, may have difficulty with new demands, the breakdown of old boundaries, and the reconfiguration of academe into multidisciplinary, flexible units.

Ernst Benjamin, General Secretary of the American Association of University Professors, declared that college teaching perhaps ought to be viewed as a quasi-profession. The full-time faculty have become dependent on outside income, and the numbers of part-time faculty have grown greatly. Since faculty increasingly are preoccupied with outside interests and commitments, university administrators must be encouraged to take a more active leadership role rather than following the lead of the faculty.

Changing this situation will require that faculty be rewarded for new behavior.

SPANNING TRADITIONAL BOUNDARIES

The historic role of continuing educators as boundary spanners was noted as an asset in a time of transition. At land grant institutions, cooperative extension programs have for decades served as a bridge between inquiry and delivery. Drawing on faculty from many departments, crossing disciplinary boundaries, utilizing the new telecommunication systems, linking the academy with the community, continuing educators already are experienced in the more fluid organization which will characterize the university of the future.

How, then, should continuing education fit into an institution's structure? Paul Miller, President Emeritus of the Rochester Institute of Technology, commented that, ultimately, *the president of the institution is the chief continuing education officer.* Others noted that regardless of the president's personal involvement in this aspect of the institution's mission, the implication of the changes discussed mandate that the continuing education officer must have institution-wide responsibility and authority. Some maintained that there are useful models of continuing education having become central to the faculty's mission, and pointed to agricultural extension and to continuing engineering education as examples from which much can be learned.

LESSONS TO LEARN: THE NEW COMPETITION

Competition from many education providers outside academe is another challenge to be faced by higher education. Corporations and other organizations have taken on many educational functions. These changing patterns of support for higher education have blurred the distinction between the public and private sector. Institutions of higher education must participate in

"If higher education is to play a responsive role in tomorrow's world, continuing education must become part of what every faculty member routinely does."

Kenneth Gros Louis,
Vice President for the Bloomington Campus of Indiana University

dialogue with other organizations. Joint ventures may be the most effective way to meet our future needs for education.

Participants considered the cooperative implications of an initiative described by Bob DeSio, Director of IBM's Corporate Technical Institutes. Seeing the need for a masters level manufacturing systems engineering curriculum, IBM offered two million dollars to each of five schools chosen from 130 proposals. IBM donated equipment. It now has employees attending the institutions full-time at full salary to earn the new degree.

"Higher education must become market oriented. It must begin to anticipate and shape the demand for its services. This requires greater attention to the learner and his performance outside the university."

Badi Foster,
President of the Aetna Institute for Corporate Education

Since the university cannot do it all, nor put its competitors out of business, it should learn from those outside and seek cooperative rather than competitive relationships. Paul Miller noted that the rapid growth in providers of continuing education indicates that we are beginning to see the development of a real "learning society".

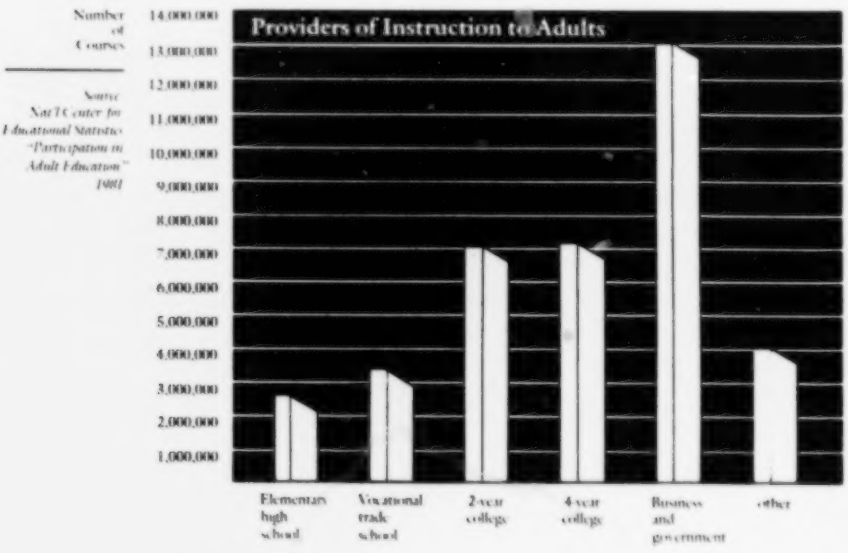
WHAT IS THE UNIVERSITY'S NEW MISSION?

Reviewing the implication of change for the structure and organization of higher education, David Munger, Director of the Project on Continuing Higher Education Leadership, posed three questions for consideration:
¶ What is higher education's response to measuring quality, to questions of structure and mission, to differing constituencies and needs?
¶ What needs to be done to maintain diversity while identifying common threads and creating partnerships among institutions?
¶ What can universities offer that other institutions cannot?

Participants from both sectors agreed on the need for higher education to clarify its institutional mission and goals. Lockheed's Bob Young suggested that not even education insiders know what the distinctions are between educational institutions. As Pat Cross observed, higher education still is wedded to the prestige model of the research institutions which even community colleges seek to emulate. Since we can't ask all institutions to act alike, it is important for each to clarify its own role.

RISKTAKING: THE KEY TO FUTURE LEADERSHIP

The consultation's lively discussion of the skills, training, and experience needed for educational leadership involved an apparent paradox: the importance of adhering to a set of core values while, at the same time, creating a climate conducive to risktaking.



Source: National Center for Educational Statistics "Participation in Adult Education" 1981

Drawing on his experience as President of Lockheed Engineering and Management Systems, Bob Young described leadership as the inspired action of other people. He cautioned against confusing leadership with position or control. He identified three qualities of leadership which might be required by an institution at different stages of its development.

- **Translational leadership** is concerned with relationships, getting people to work together, listening and putting oneself in another's shoes.
- **Transactional leadership** is concerned with commitments, as opposed to assignment, and is characterized by action and follow-through.
- **Transformational leadership** is the ability to see breakthrough possibilities, to question premise rather than process, to act unreasonably and take risks.

It is this latter, entrepreneurial type of leadership that is required in a time of rapid change such as we currently are experiencing.

Paul Miller similarly emphasized the importance of risktaking, calling for passion, boldness, and vitality in educational leaders. At the same time, he stressed that a leader must have a core of values on which to stand. He offered the following advice:

- Don't let standards be used as an excuse not to innovate.
- Keep the recruitment of leaders broad. While the study of continuing education will help us understand how to do it better, it will not produce leadership in continuing education any more than the study of higher education produces academic leaders.
- Elevate the legitimacy of continuing education by constant effort, and identify an institution-wide officer to stimulate and shape the university's outreach effort.
- Provide continuing enrichment and experience to test and shape leadership.

NURTURING TOMORROW'S LEADERS

Participants generally agreed that leadership for education throughout life should be sought from many quarters, identified, and nurtured. They added leadership characteristics to those described by Bob Young and Paul Miller. These included elements of expertise and experience. Expertise encompasses a knowledge of adults as learners, a general familiarity with higher education, finance, marketing, and other continuing education providers, and a particular knowledge of local institutions, business, potential students, and political and social climate.

The experiential aspect of leadership training demands proximity to leaders and an opportunity to observe decision-making at the highest level.

Are existing mechanisms in place to prepare professionals to deal with these changes? Do new professional development opportunities need to be prepared?

Participants recommended the use of case studies of particularly successful higher education leaders and an enhanced role for NUCEA in establishing a data base of experience on which to draw. Fellowships were suggested as ways both to provide experience and to attract promising leaders to the field.

EFFECTING CHANGE IN THE HIERARCHY

A number of participants at the Wye Plantation consultation noted that the qualities needed for leadership in continuing higher education are those required for the university's chief executive officer. The support of the university president is essential to the function of continuing higher education whatever its organization. Howard Sparks, Associate Vice President for Academic Affairs at Virginia Commonwealth University, observed that vice presidents for academic affairs or finance have a greater role than deans of continuing education in determining institutional priorities and missions. Shirley

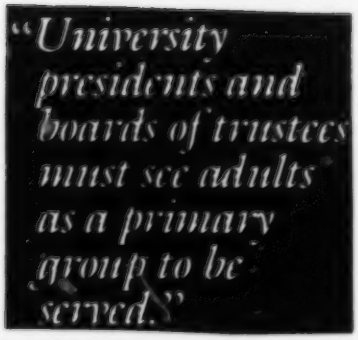
"Leadership in a time of change is the ability to see breakthrough possibilities, to question premise rather than process."

Bob Young,
President of Lockheed Engineering and Management Systems

Menaker, Dean of the Graduate School at the University of Oregon, reminded participants of the crucial role of graduate deans who often oversee interdisciplinary degree offerings similar to continuing education programs. Graduate deans, she noted, see themselves as monitors of institutional quality.

Group members suggested ways to involve campus decision-makers and enlist their support:
¶ Inform them, through briefing papers, retreats.
¶ Work through their peers in the community.
¶ Write for publications they will see.
¶ Formulate the continuing education program's priorities to coincide with the institution's role and mission.

Continuing higher education leaders need to enlist the support of decision-makers off campus as well. In order to make their case to state legislatures and Congress, they first must define their goals and objectives. Maryln McAdam, Staff Assistant to Congressman William Ford (D-MI), pointed out that the various education constituencies are sending mixed signals which are not only different but sometimes conflicting, with the result that nothing gets done.



Allan Ostar,
President of the American Association of State Colleges and Universities

AN AGENDA FOR ACTION

The issues raised at the Wye Plantation will provide the working agenda for the Commission on Continuing Higher Education Leadership to be appointed in February, 1985. At the Consultation's closing session, Alan Knox, Professor of Adult Education, University of Wisconsin, who will chair the Commission, identified five major areas for action:
¶ the centrality of the continuing education function in relation to other institutional goals
¶ the need to clarify what distinguishes continuing education in a university setting from that offered by other providers such as government and industry
¶ the task of recognizing emerging societal trends which might affect student populations, the structure of higher education, the pursuit of knowledge or the delivery of information
¶ the importance of establishing a dialogue and responsive partnerships with multiple stakeholders having diverse interests and needs
¶ the importance of identifying and developing leaders with both managerial and human relations skills to design, promote, and administer innovative educational programs for the growing number of adults seeking higher education.

SUMMARY

Although participants at the consultation sought to explore ideas and concerns rather than reach consensus, they were in strong agreement on the need for action. Their recommendation for the Commission emphasized that its work be action-oriented and that its pronouncements be easily accessible and widely publicized to leaders in education, business, and government.

Many participants agreed with Lance Kramer, Assistant Provost of Continuing Education at Ohio State University, that continuing educators must stop talking to themselves and start involving leadership from throughout higher education. As one educator noted, *"Continuing education is too important to be left solely to continuing educators."*

David Munger, in bringing the Consultation to a close, identified the general agreement among the participants that broadening the instructional service of institutions of higher education is an important response to the needs of society. Providing lifelong educational opportunities must become central to the mission of higher education. The commitment of all participants to the development of the leadership capable of expanding the university's reach into society was clear and impressive. Higher education must be more responsive to the needs of the community, other institutions, and, especially, the learner. True partnership must be established among colleges, universities, and other organizations affected by higher education. Finally, he noted, *"It is clearly the sense of this Consultation that the achievement of these goals requires action now."*

CONSULTATION PARTICIPANTS

Ernst Benjamin, *General Secretary,* American Association of University Professors
Mary Boergers, *Member of the Maryland State House of Delegates*
David Campbell, *Smith Richards Senior Fellow,* Center for Creative Leadership
Thomas Coffey, *President,* Thomas More College
Bob Craig, *Vice President for Governmental Relations,* American Society for Training and Development.
Michael Crawford, *Chancellor,* Eastern Iowa Community College District
Patricia Cross, *Senior Lecturer,* Harvard Graduate School
Gordon Darkenwald, *Co-director of the Center for Adult Development,* Rutgers University
Fred Davison, *President,* University of Georgia
Robert DeSio, *Director,* IBM Corporate Technical Institutes
Glendon Drake, *Vice President of Academic Affairs,* California State University, Long Beach
Arlon Elser, *Program Director,* W. K. Kellogg Foundation
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Maryln McAdam, *Staff Assistant to* Congressman William Ford
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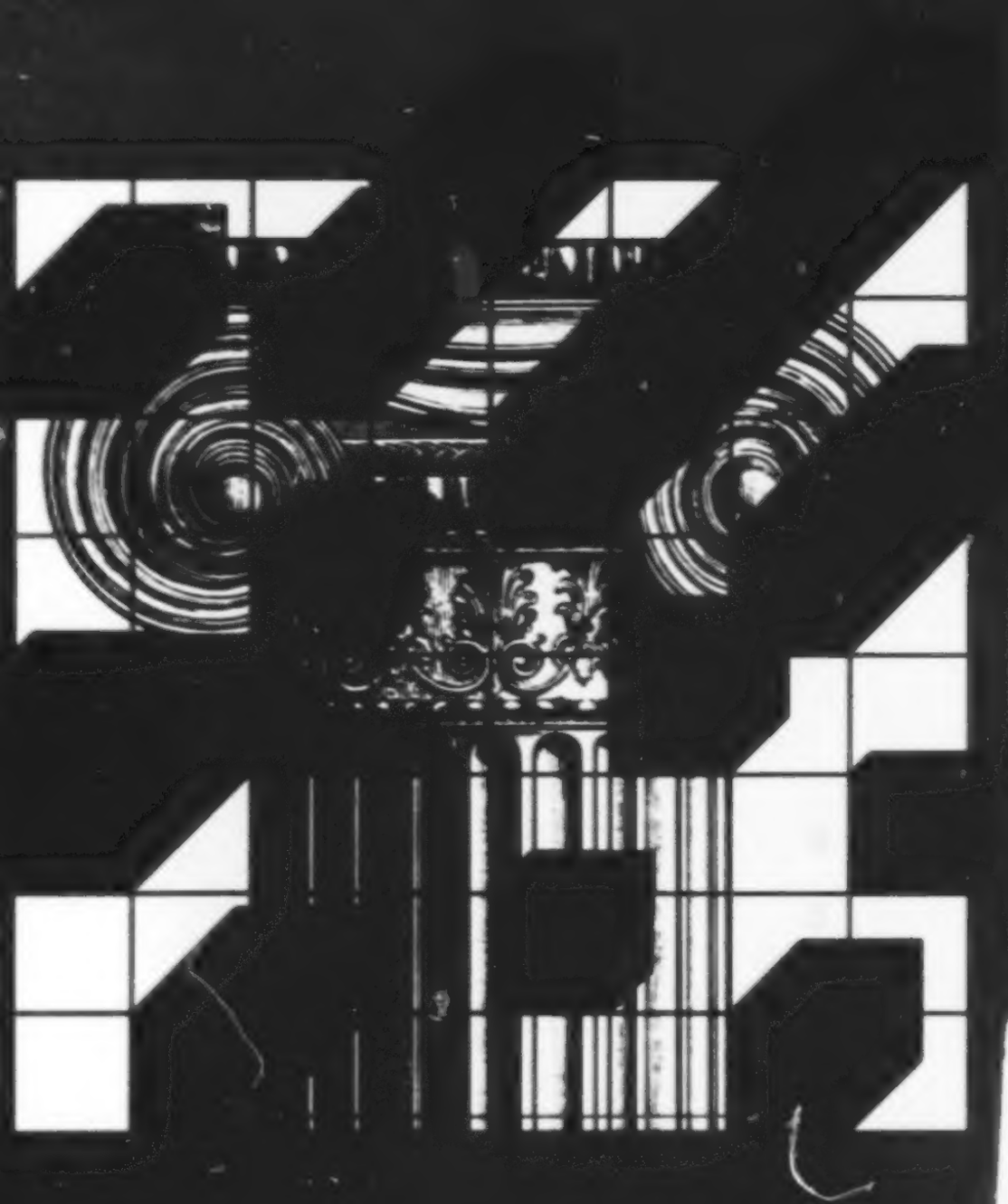
Mary Walshock, *Dean, University Extension,* University of California, San Diego
Bill Warren, *Vice Chair,* Commission on Higher Education and the Adult Learner
Jim Wetzel, *Chief, Center for Demographic Studies,* U.S. Bureau of the Census
Robert Young, *President,* Lockheed Engineering and Management Systems



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